

*Health Literacy
Performance Assessments*

Sample Unit on Suicide Prevention

2004 Edition

Revised December 2004

Adapted by the
Wisconsin Department of Public Instruction
from
CCSSO-SCASS Assessing Health Literacy Project



Introduction

This unit of instruction is designed to help teachers and pupil services personnel implement up to a week-long set of lessons that builds on the essential knowledge and skills in suicide prevention. In order to implement this set of lessons you will need to use the video from the curriculum S.O.S: Signs of Suicide.

There are six lessons in this unit that all have an assessment component built in:

1. What is Your Depression/Suicide IQ? presents the Wisconsin Norms related to depression and suicide from the 2003 Youth Risk Behavior Survey (page 1).
2. S.O.S.—It's Time to A.C.T. uses the S.O.S. video to present information on warning signs and skills to handle these warning signs (page 5).
3. Phone Booths presents scripts related to asking for help, and students assess what warning signs are being communicated (page 11).
4. Lights! Camera! Action! has students develop suicide prevention stories based on computer-generated pictures (page 19).
5. Apples to Apples is a review game that can be used as an assessment of vocabulary as well as high-level thinking skills and strategy (page 49).
6. Crisis Card is a culminating assessment that has students find community resources to address issues surrounding depression and suicide (page 63).

The video entitled S.O.S. can be ordered from:

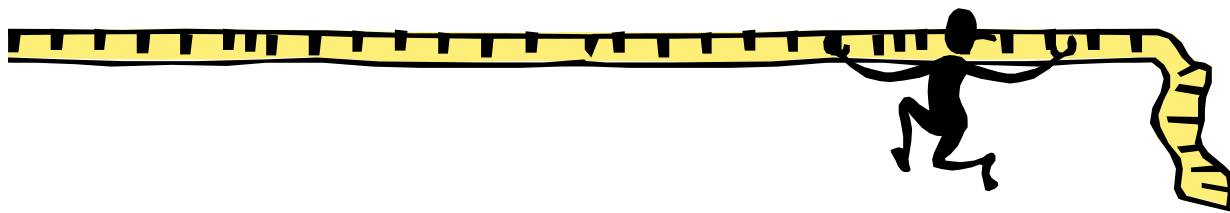
Screening for Mental Health
One Washington Street, Suite 304
Wellesley Hills, MA 02841
Phone: 781-239-0071
www.mentalhealthscreening.org

A special thank you goes out to the following educators who along with Jon Hisgen, Health and Physical Activity Consultant, and Linda Carey, chief program assistant, developed these strategies.

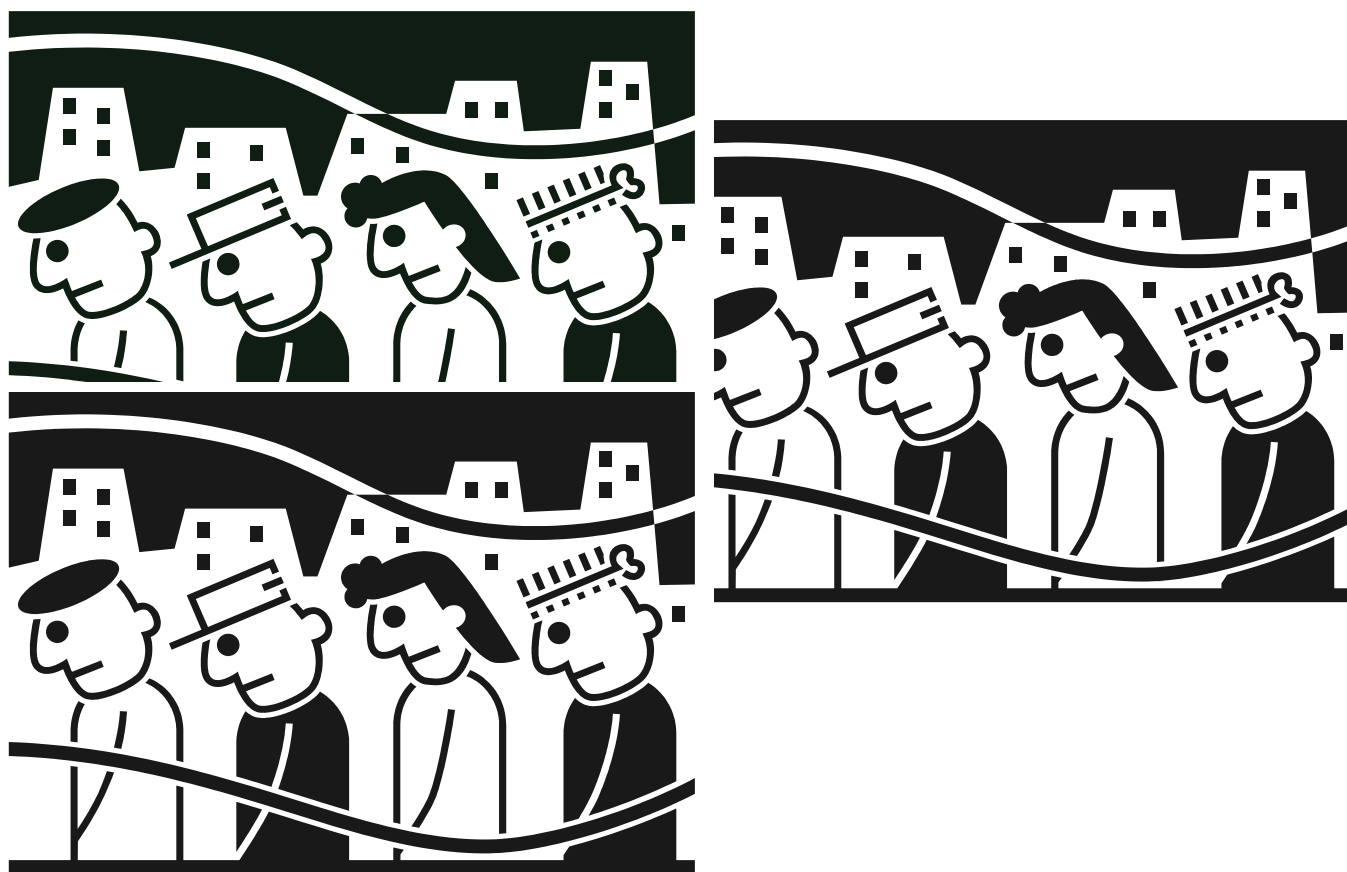
Meg Turzinski
Health and Physical Education Teacher
Menomonee Falls Junior High School

Patti Garcia
Health Teacher
Denmark High School

Jill Whale
Health and Physical Education Teacher
Lodi Middle School



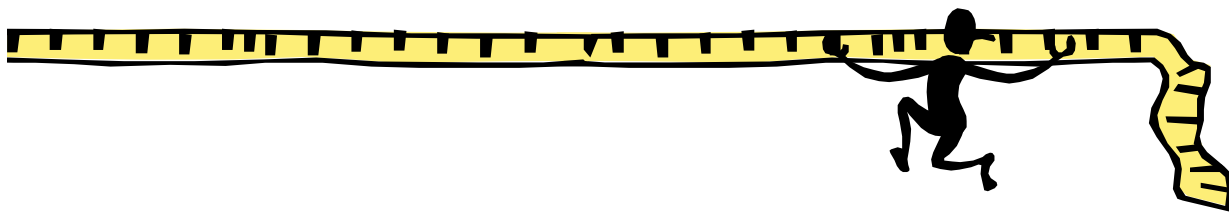
What is Your Depression/Suicide IQ?



2004 Edition

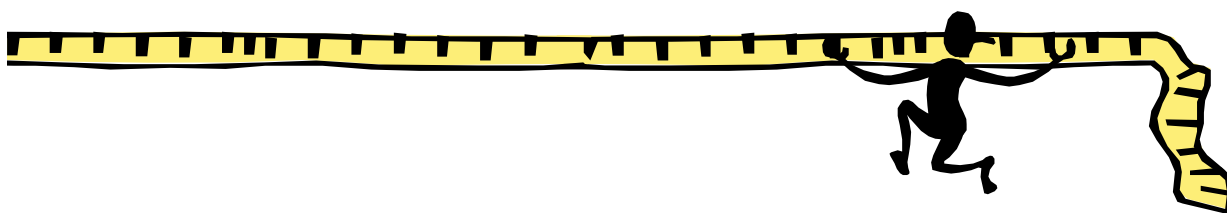
Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



What is Your Depression/Suicide IQ?

(Teacher Note: Once you have the results of the Youth Risk Behavior Survey in your hands, you can develop your own IQ activities for each of the risk sections and use them at the beginning of your unit on the topic.) Here is sample for the topic area of depression and suicide prevention.

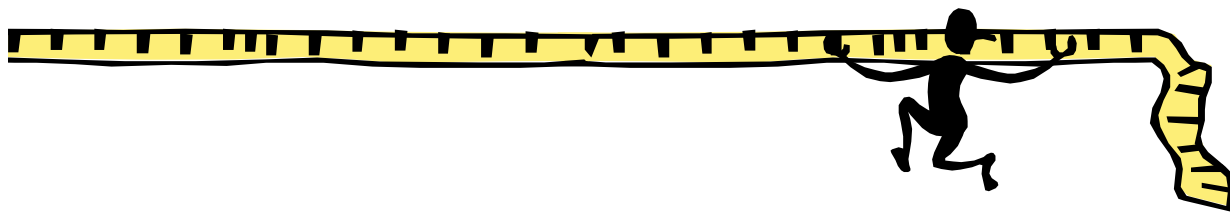
1. During the past twelve months, _____% of Wisconsin high school students (grades 9-12) felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities.
2. During the past twelve months, _____% of Wisconsin high school students **seriously** considered attempting suicide.
3. During the past twelve months, _____% of Wisconsin high school **girls** **seriously** considered attempting suicide.
4. During the past twelve months, _____% of Wisconsin high school students reported actually attempting suicide.
5. Of those students who attempted suicide in the past twelve months, _____% of the students report their attempts resulted in injury, poisoning, or overdose that was treated by a doctor or nurse?

Put a star by those items where you overestimated or underestimated the answer by 5% or more.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Teacher's Information

Answers

1. 25%
2. 20%*
3. 26%**
4. 8%
5. 3%

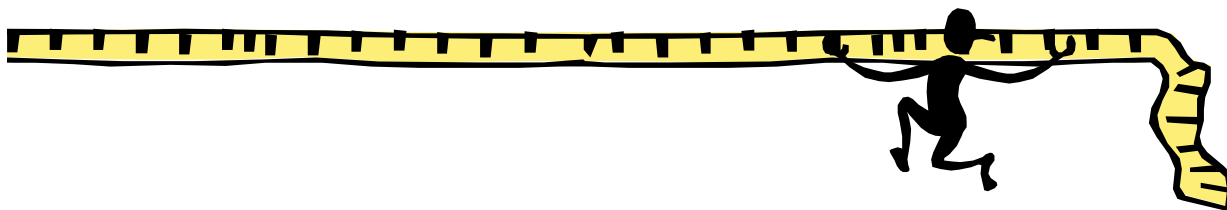
* Significant decrease between 1993 and 2003, 27% vs. 20%.

** Females are significantly more likely to have seriously considered attempting suicide in the past twelve months than males, 26% vs. 14%.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Content Area: **SUICIDE PREVENTION**

Performance Task: **"S.O.S. —It's Time to A.C.T."**

Educational Level: **Middle or High School**

Student Instructions

The following situations from the S.O.S. video describe potential suicide situations. Your task is to answer the following questions on the worksheet using the A.C.T. process, discuss your answer with a partner and be ready to discuss your answer with the class.

1. **A**cknowledge that your friend has a problem and that the symptoms are serious.
2. **C**are—let them know that you care about them and that you want to help them.
3. **T**ell a trusted adult about your concerns. Just telling the right person can make all the difference.

Assessment Criteria

Answers will be scored on the following:

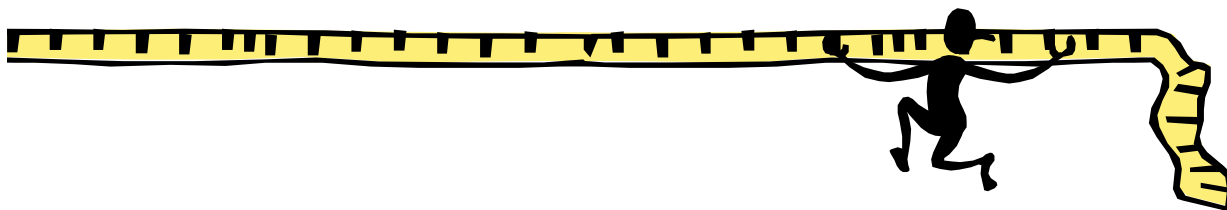
1. How completely and correctly you demonstrate an understanding of health concepts related to suicide prevention, and use the A.C.T. process.
2. How well you effectively communicate your answer.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



S.O.S. Signs of Suicide Video—Worksheet

Vignette 1 Boys discussing SAT scores

1. What are the signs that this student is depressed and/or suicidal?
2. How did his friend use the A.C.T. process?

Vignette 2 Girl struggles with the breakup with her boyfriend.

1. What are the signs that this student is depressed and/or suicidal?
2. How did her brother use the A.C.T. process?

Vignette 3 Boy who is always being picked on.

1. What are the signs that this student is depressed and/or at risk to do harm?
2. How did the students use the A.C.T. process?

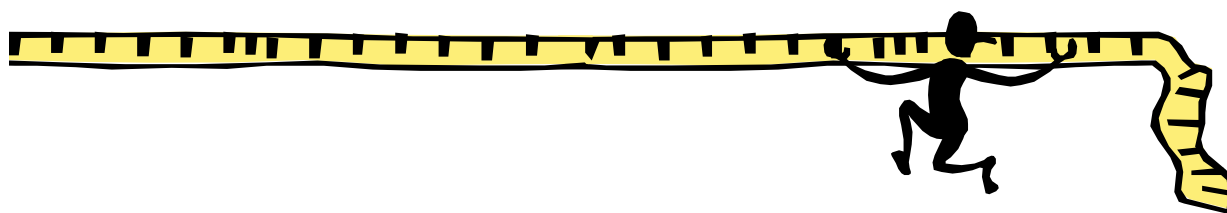
Vignette 4 Boy lying on bed who has stopped interacting with friends.

1. What are the signs that this person is depressed and/or suicidal?
2. How did his friend use the A.C.T. process?



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Content Area: **SUICIDE PREVENTION**

Performance Task: **"S.O.S. —It's Time to A.C.T."**

Educational Level: **Middle or High School**

Teacher Information

Curriculum Connections

Family and Consumer Education, Social Studies, Peer Mediation

Overview

This assessment could be used as an introductory or culminating activity. The students will view the S.O.S. video and answer the questions on the worksheet. You may want to have them jot down ideas while watching a vignette, stop the video when the vignette is complete and have the students write down their answers.

Requirements

The following situations from the video entitled S.O.S. describe potential suicide situations. The students' task is to answer the following questions on the worksheet using the A.C.T. process, discuss their answers with a partner, and be ready to discuss their answers with the class.

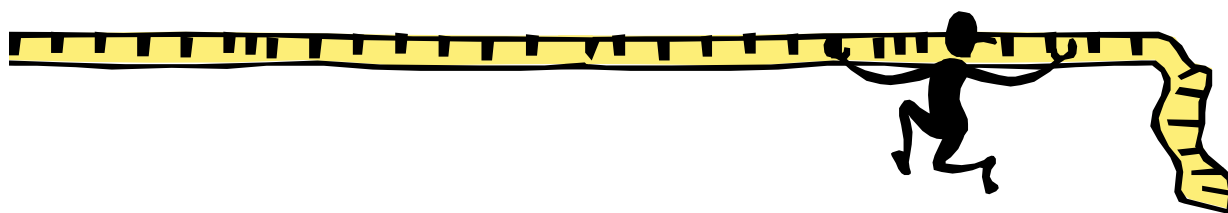
1. **A**cknowledge that your friend has a problem and that the symptoms are serious.
2. **C**are—let them know that you care about them and that you want to help them.
3. **T**ell a trusted adult about your concerns. Just telling the right person can make all the difference.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



Time

This activity will take one to two class periods.

Materials

The video entitled S.O.S. can be ordered from:

Screening for Mental Health
One Washington Street, Suite 304
Wellesley Hills, MA 02481
Phone: 781-239-0071
www.mentalhealthscreening.org

Student worksheet

Instruction

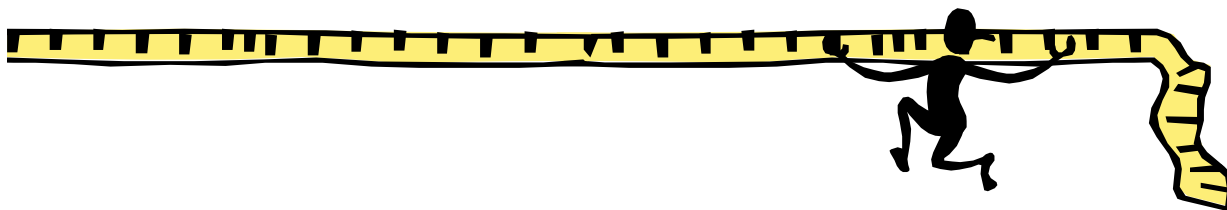
This activity could be used as a pre- or post-unit activity.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the students demonstrate an understanding of health concepts related to suicide prevention, and use of the A.C.T. process.
2. How well the students effectively communicate their answers.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

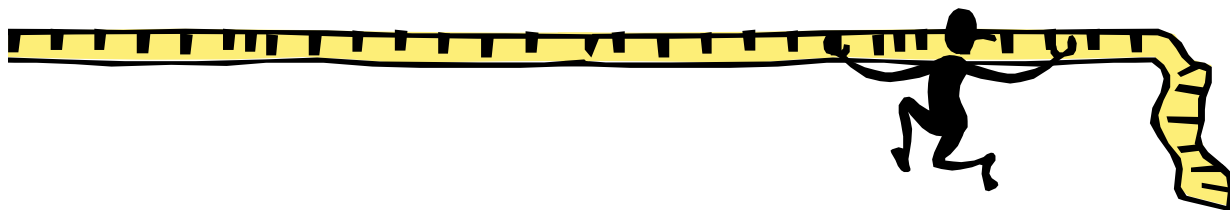
The answers need to include the components of A.C.T. (acknowledge, care, tell) in each of the answers.



2004 Edition

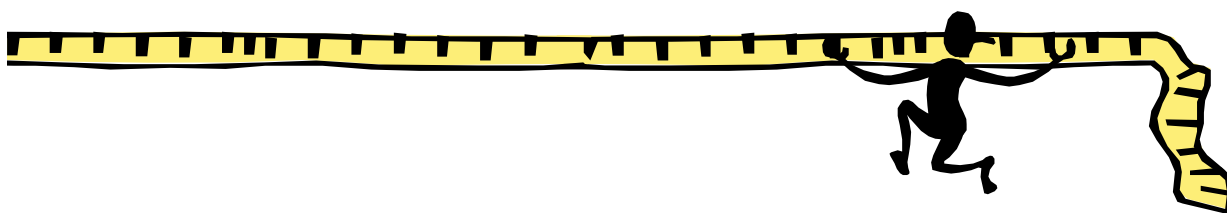
Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Phone Booths: Scripts Related to Calling a Suicide Hot Line"**

Educational Level: **High School**

Student Instructions

Many suicidal individuals talk about their suicidal feelings or plans before they attempt the suicide act. It is important to listen to these "cries for help" by practicing the A.C.T. (acknowledge, care, tell) technique discussed in this unit.

An individual working at a suicide hot line has been given information about suicide myths. One myth is that if you talk about suicide, you are more likely to commit suicide. These hot line volunteers use the Warning Signs of Suicide lists to help them determine the risk level of the caller for attempting suicide.

Your task is to work in pairs to develop a script where a person is calling the hot line. The other person is trying to communicate with the person calling and helping that person address the problems presented. The other students will listen to your script using the Warning Signs "checklist" to determine how many warning signs are in the script. A discussion of the number of warning signs will follow.

Assessment Criteria

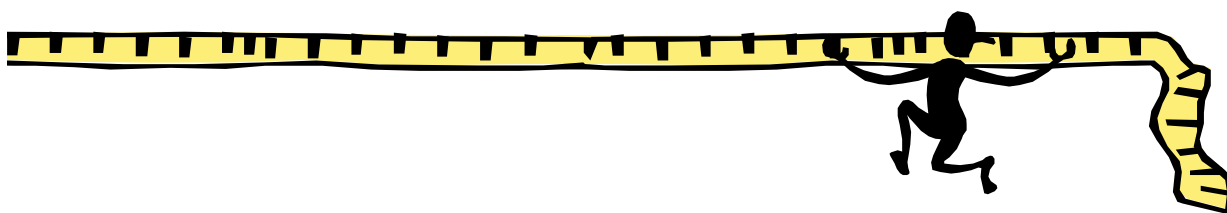
Answers will be scored on the following:

1. How well you understand health concepts as they relate to suicide warning signs.
2. How well you incorporate A.C.T (acknowledge, care, tell) into your script.
3. How well you use interpersonal communication to enhance health.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Warning Signs of Suicide

Warning signs are observable changes, behaviors or statements that indicate directly or indirectly that an individual is contemplating suicide. They can be organized around the word, FACT:

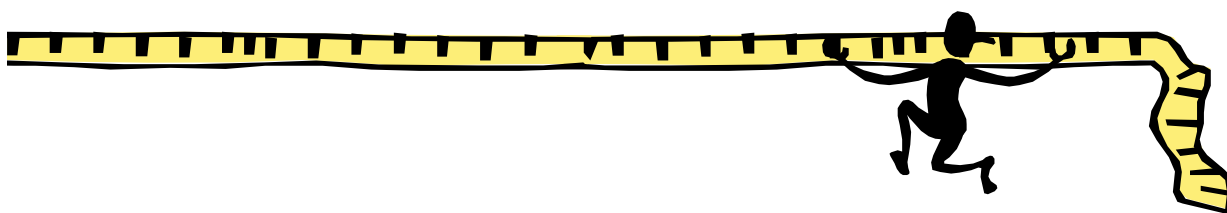
	Mentioned in Script
Feelings:	
• Hopeless—"Things will never get better." "There's no point in trying."	
• Helpless—"There's nothing I can do about it." "I can't do anything right."	
• Worthless—"Everyone would be better off without me."	
• Guilt, shame, self-hatred—"What I did was unforgivable." "I'm useless."	
• Pervasive sadness	
• Persistent anxiety	
• Persistent agitation	
• Persistent, uncharacteristic anger, hostility or irritability	
• Confusion—can't think straight, make decisions	
Actions:	
• Uncharacteristic aggression	
• Risk taking	
• Withdraw from friends/activities	
• Becoming accident prone	
• Recent losses—death, divorce, relationship, job, status, self-esteem	
• Getting into trouble, discipline problems	
• Drug or alcohol abuse	
• Themes of death or destruction in talk, writing or websites	



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



	Mentioned in Script
Change	
<ul style="list-style-type: none">• Personality—more withdrawn, low energy, "don't care" attitude or more boisterous, talkative, outgoing	
<ul style="list-style-type: none">• Can't concentrate on school, work, routine tasks	
<ul style="list-style-type: none">• Loss of interest in hobbies or work	
<ul style="list-style-type: none">• Marked decrease in school or work performance	
<ul style="list-style-type: none">• Sleep, appetite increase/decrease	
<ul style="list-style-type: none">• Sudden improvement after being down or withdrawn	
Threats	
<ul style="list-style-type: none">• Statements—talking about suicide directly or indirectly, written themes of death, preoccupation with death	
<ul style="list-style-type: none">• Threats—"I won't be around much longer"; writing suicide note, making a direct threat	
<ul style="list-style-type: none">• Plans—giving away prized possessions, making arrangements for a funeral, studying drug effects, obtaining a weapon	
<ul style="list-style-type: none">• Attempts to hurt themselves, like wrist cutting or an overdose	

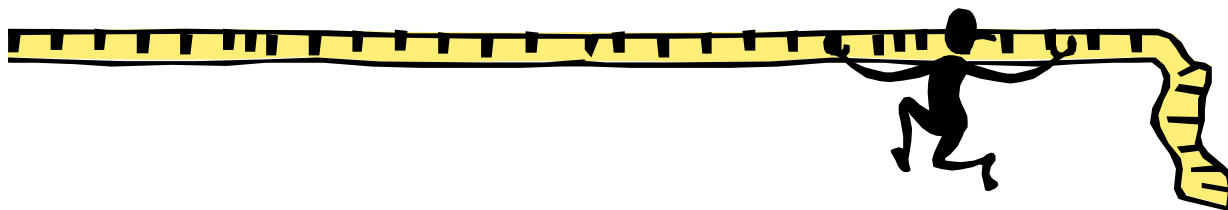
Source: John Kalafat, Ph.D., et al, Lifelines ASAP (Adolescent Suicide Awareness & Response Program).



2004 Edition

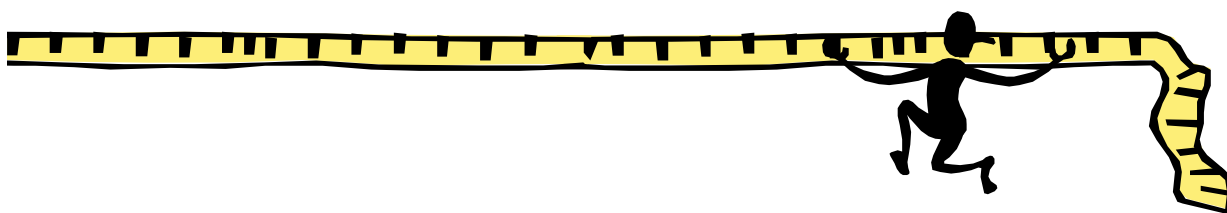
Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Phone Booths: Scripts Related
to Calling a Suicide Hot Line"**

Educational Level: **High School**

Teacher Information

Curriculum Connections

Social Studies, Peer Mediation, Family and Consumer Education

Overview

"There is no evidence of increased suicidal ideation or behavior among program participants." Youth Suicide Prevention Programs: A Resource Guide, Centers for Disease Control, 1992, p. 66.

Students develop and read a script to the class where a citizen calls a hot line communicating warning signs that could lead to a suicide attempt. The rest of the class will analyze the level of risk using a checklist provided in this activity.

Requirements

The students will be working in pairs and will create a role play script where a certain number of warning signs are brought out in the script. They can use the "Warning Signs" information sheet to help guide the development of the script.

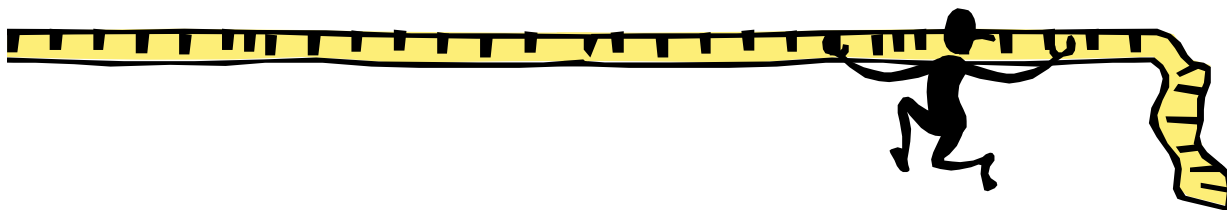
The rest of the class will use the warning sign worksheet to see how many signs are mentioned in the script. A class discussion will follow.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



Time

This activity will take two to three class periods for development, presentations, and class discussion.

Materials

Papers and pens, checklists, and handouts

Instruction

Preliminary classroom activities will include lessons on the A.C.T. process and the warning signs of suicide.

Assessment Criteria

Answers will be scored on the following:

1. How well the student understands health concepts as they relate to suicide warning signs.
2. How well the student incorporates A.C.T. (acknowledge, care, tell) into their script.
3. How well the student uses interpersonal communication to enhance health.

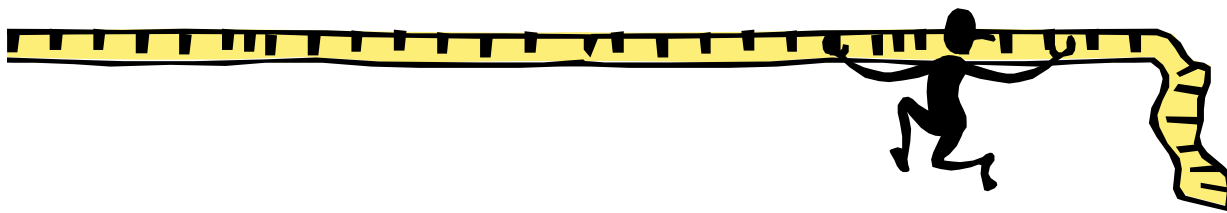
	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



Sample Response

Pat: Hello, this is the Wellview County Hot Line. How can I help you?

Sam: My boyfriend left me today and my life is not worth living.

Pat: It seems like you were really close with him.

Sam: He was my soul mate. Ever since I lost my parents (or guardians) in an auto accident last year he has been my best friend, but then Terri came on the scene.

Pat: I am very concerned about you at this time.

Sam: This is not the first time I have thought about this. When I was in college I took an overdose and nearly died, but my life has gone well for the last five years. I am happy with the treatment I received and my family was real supportive when I lost my job last year.

Pat: I think we need to talk further about your life. Can you come to the mental health center?

Sam: Yes, but it will have to be tomorrow because I am just exhausted after this day.

Pat: I want you to come to the office in the county building first thing tomorrow. Promise me you will be there. Can I tell a family member about my concern for you?

Sam: Not at this time, but I promise to not do anything, and thanks for your concern.

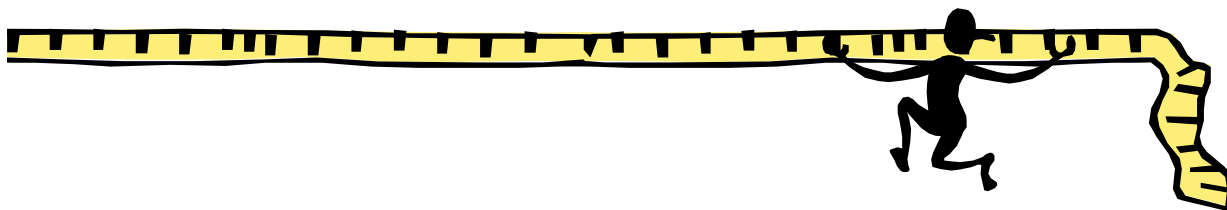
These scripts should be more extensive but this scenario had between four and seven warning signs.



2004 Edition

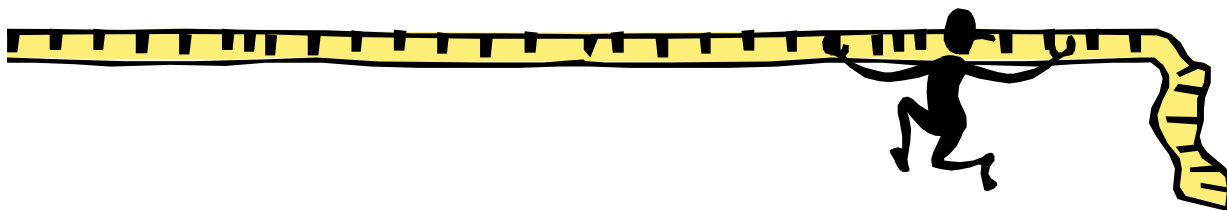
Adapted by the Wisconsin Department of Public Instruction
From CCSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Lights! Camera! Action!"**

Educational Level: **Middle or High School**

Student Instructions

Your task, as an individual, is to develop a mini-film based on your understanding of the health concepts related to suicide and suicide prevention.

You will be provided with five movie pieces, a 12-inch receipt tape and pieces of scotch tape. You need to use all the materials given to produce a short filmstrip. You may also fill in your own words to make the film more interesting. See example.

Movie pieces: **SAD** **FAMILY** **SCHOOL**
RELATIONSHIPS **HELP**

Actual film strip script:

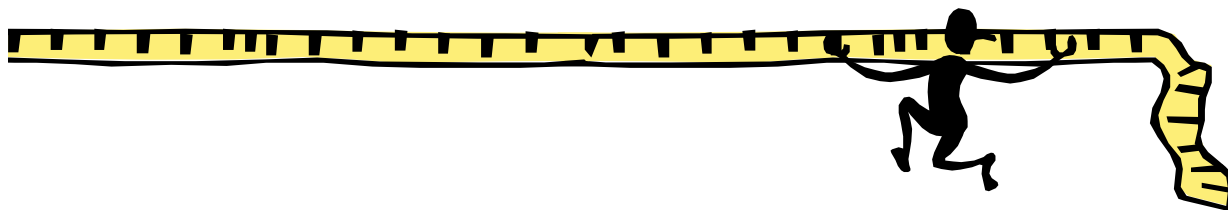
Lately Tom has been feeling very **SAD** because **SCHOOL**, **FAMILY**, and **RELATIONSHIPS** are overwhelming. Tom thinks he needs **HELP**.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



Assessment Criteria

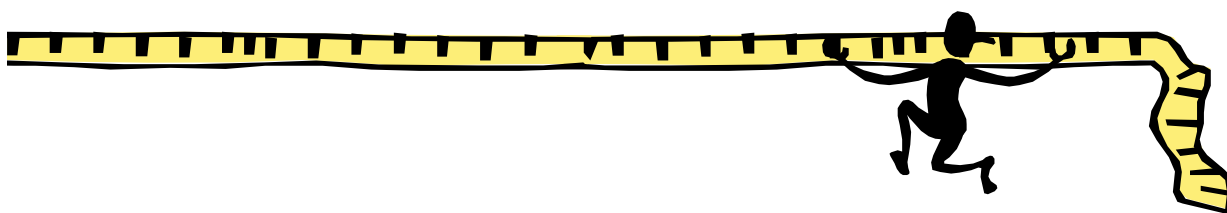
Answers will be scored on the following:

How completely and correctly you demonstrate an understanding of health concepts related to suicide prevention.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Lights! Camera! Action!"**

Educational Level: Middle or High School

Teacher Information

Curriculum Connections

Language Arts, Social Studies, Peer Mediation, Family and Consumer Education, At-Risk groups

Overview

The students will use their knowledge to develop a mini film based on their understanding of the health concepts related to suicide and suicide prevention.

Requirements

Using the materials you provide, the students will produce a short film. They may use the movie pieces or fill in their own words to make the film more interesting.

Time

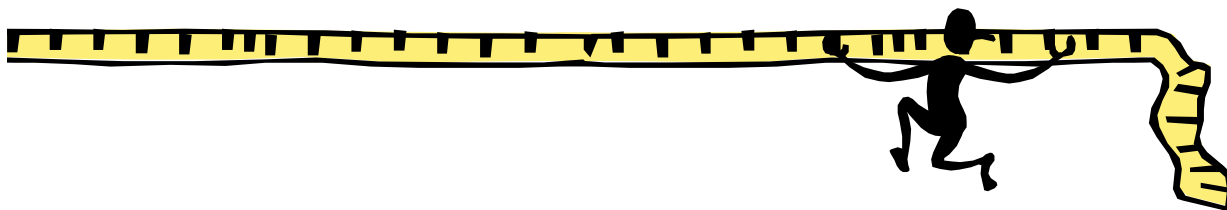
This activity requires one class period.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



Materials

Five movie pieces, a 12-inch receipt tape, and pieces of scotch tape

Instruction

Classroom discussion on suicide and suicide prevention should be done prior to this activity.

Assessment Criteria

Answers will be scored on the following:

How completely and correctly the students demonstrate an understanding of health concepts related to suicide prevention.

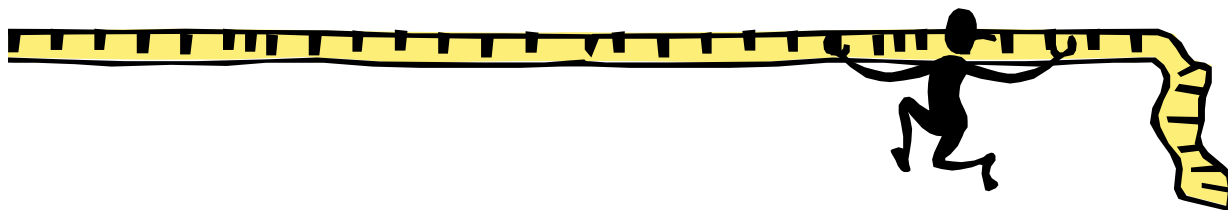
	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



Sample Response

Movie pieces: SAD FAMILY SCHOOL
RELATIONSHIPS HELP

Actual filmstrip script:

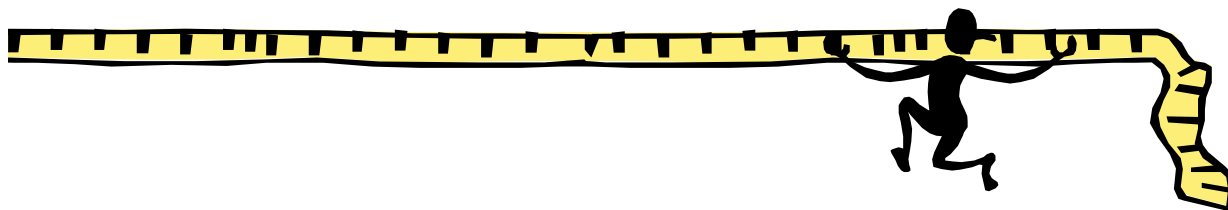
Lately Tom has been feeling very SAD because SCHOOL, FAMILY, and RELATIONSHIPS are overwhelming. He thinks he needs HELP.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



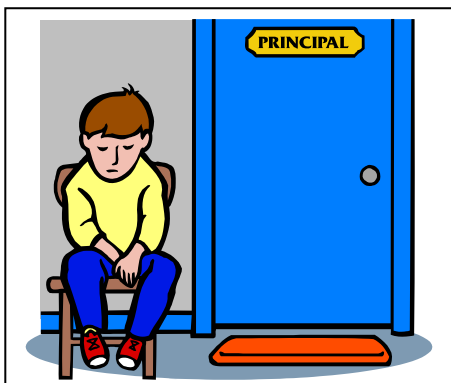
2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

EXAMPLES OF MOVIE PIECES

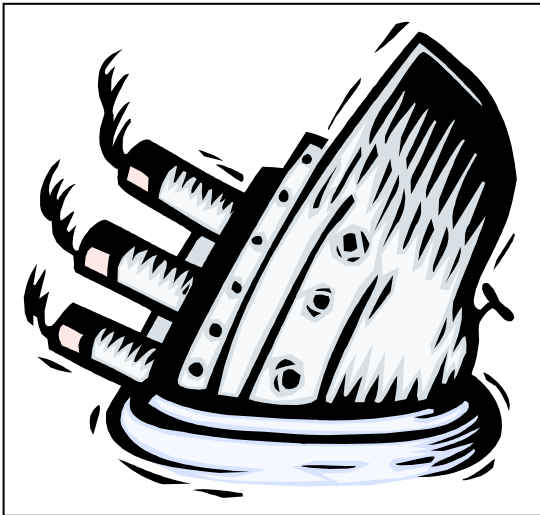
Attention!

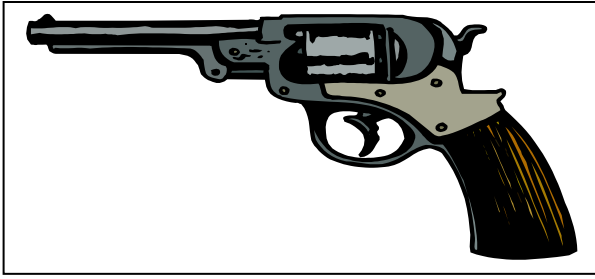
School counselor



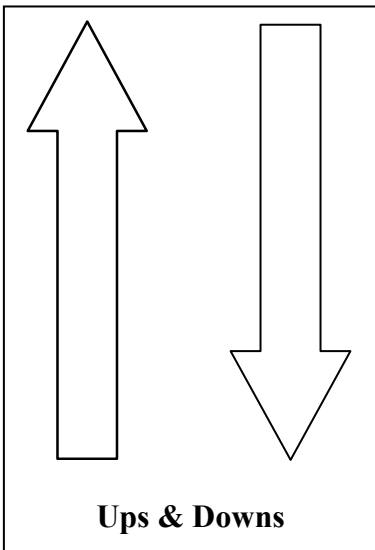
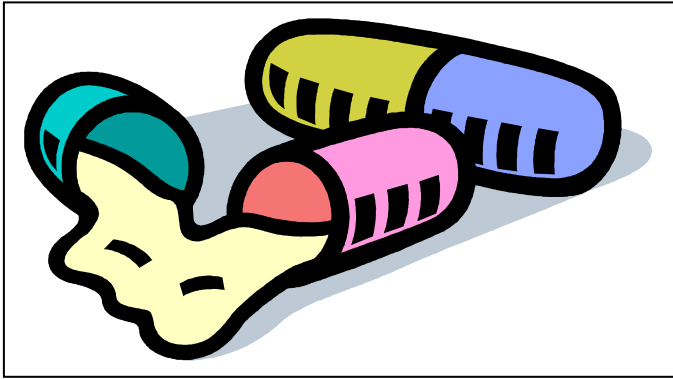
Principal

Family Myth or Fact

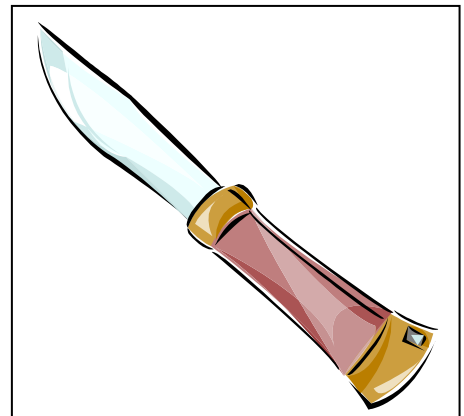




KILL



**A
t
t
e
m
p
t**



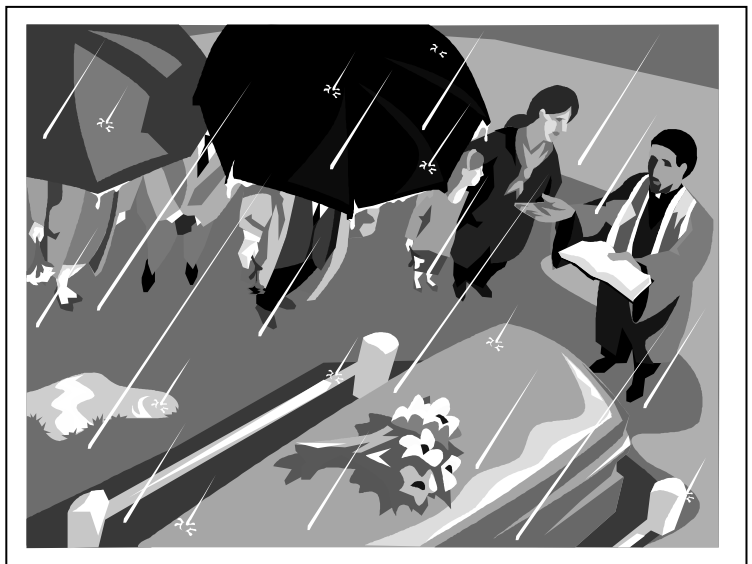


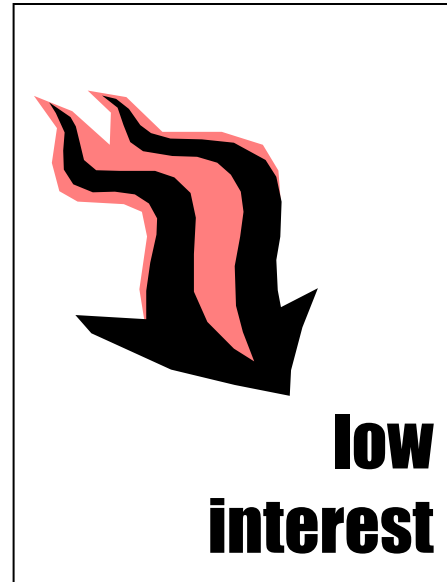




Tunnel Vision

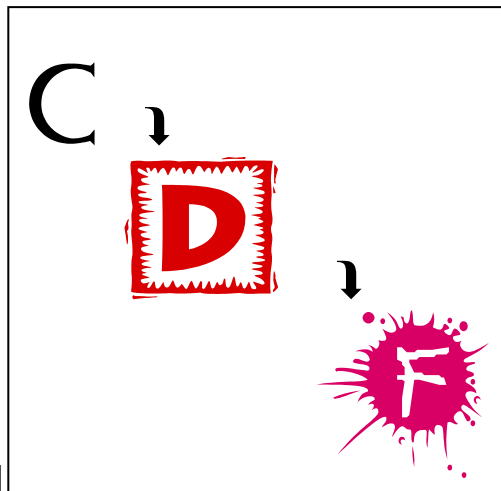
UPSET!

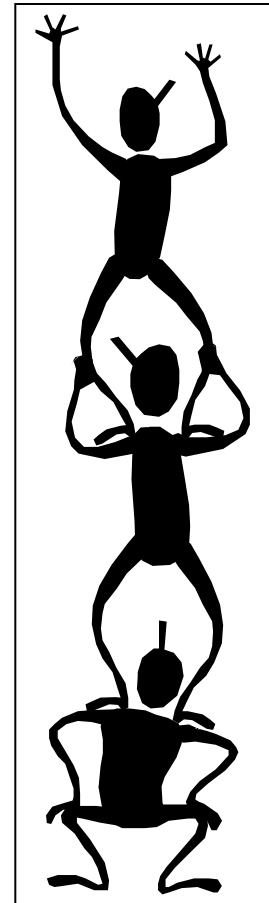


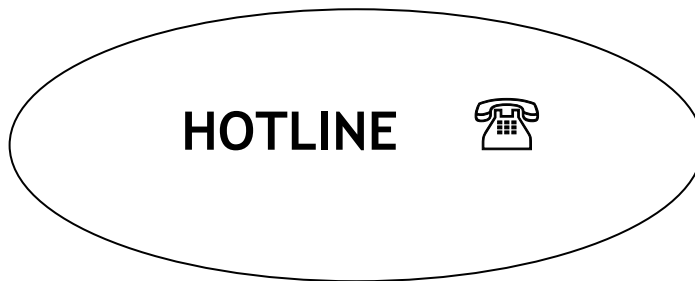
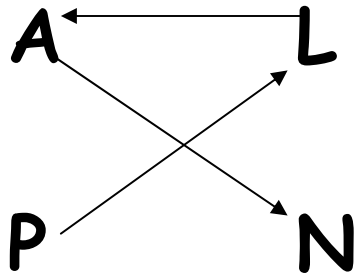


Moody

I hate my life



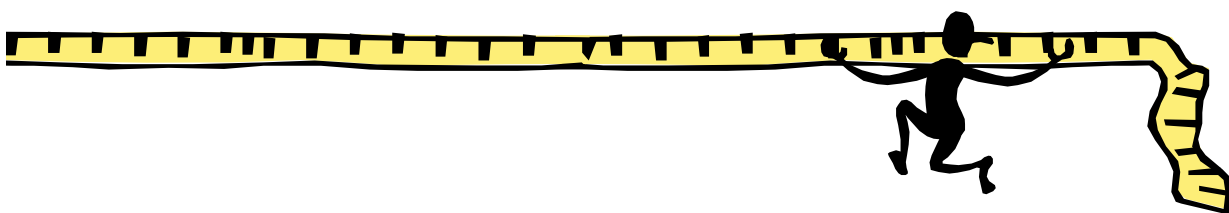




RESPOND



INTERVENTION



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Apples to Apples"**

Educational Level: Middle or High School

Student Instructions

You now have successfully covered and reviewed the important knowledge, skills, and attitudes presented in the previous lessons/assessments. Your task is to play this review game in teams of five. Each of you will receive four descriptor cards.

There is one judge of the round. The judge position rotates like the dealer for a hand of cards. Therefore, there is a new judge for each round. When the judge picks up a noun card from the noun pile, all the other players, not including the judge, will lay down, face down one at a time, descriptor cards that the participants believe fit the noun.

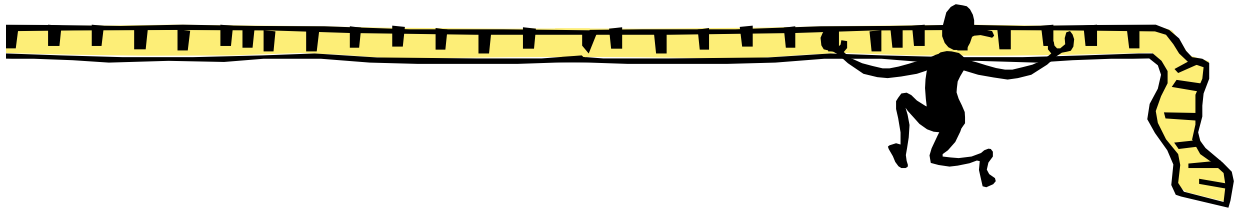
The first four cards on the table are the cards the judge uses to make his/determination as to what is the descriptor most closely connected to the noun. The judge mixes up the cards so she/he doesn't know who set down what card. The judge determines which descriptor best fits the noun. The judge mentally connects all four descriptors to the noun in some way. Then the judge explains why he/she chose the card he/she did. If you are one of the players, you can try to convince the judge to change his/her answer. But the final decision is up to the judge of that round. The person whose descriptor got picked keeps the noun card. Each person makes sure that they must have four descriptor cards in their hand at the beginning of each round. If not, they pick from the pile. The judging position then moves to the next person. The first person to collect five cards (or a number of cards designated by your teacher) is the winner.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



Assessment Criteria

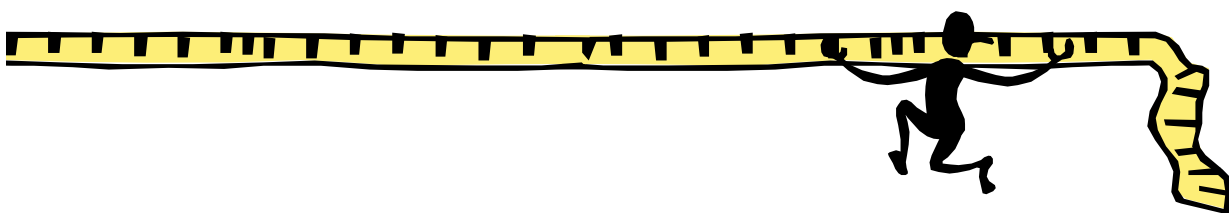
You will be assessed on:

1. How completely and correctly you demonstrate an understanding of risk factors for suicide and prevention.
2. How completely and correctly you demonstrate knowledge of warning signs for teen suicide.
3. How completely and correctly you demonstrate knowledge of prevention methods for teen suicide.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Content Area: **SUICIDE PREVENTION**

Performance Task: **"Apples to Apples"**

Educational Level: Middle or High School

Teacher Information

Curriculum Connections

Family and Consumer Science, Language Arts

Overview

There are a number of ways to process student knowledge, skills, and attitudes. The use of a review game is one way that this can happen. The game Apples to Apples helps students connect key vocabulary about suicide in a valuable way. Here is the outline of how the game is played:

Under your instruction your class now has successfully covered and reviewed the important knowledge, skills, and attitudes presented in the previous lessons/assessments. The class's task is to play this review game in teams of five. Each participant in the team of five will receive four noun cards.

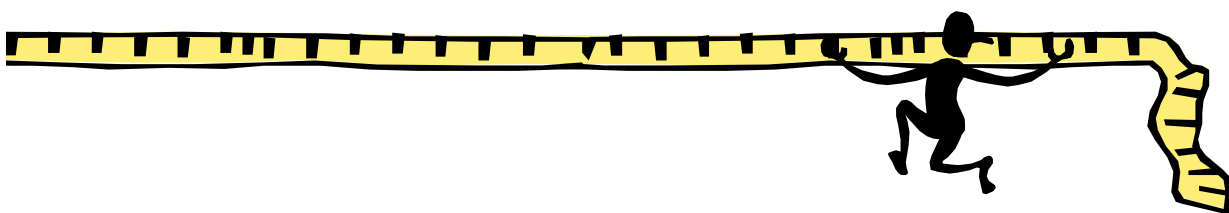
There is one judge of the round. The judge position rotates like the dealer for a hand of cards. Therefore, there is a new judge for each round. When the judge picks up a noun card from the noun pile all the other players, not including the judge, will lay down descriptor cards, face down one at a time, that the participants believe relate or fit the noun.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



The judge uses the first four cards on the table to make his/her determination as to what is the one most closely connected to the descriptor. The judge mixes up the cards so she/he doesn't know who set down what card. The judge determines which descriptor best fits or connects to the noun. The judge mentally connects all four descriptors to the noun in some way. Then the judge explains why he/she chose the card he/she did. The person whose descriptor was picked keeps the noun card. Each person makes sure that he/she must have four descriptor cards in their hand at the beginning of each round. If not, they pick from the pile. The judging position then moves to the next person. The first person to collect five cards (or a number designated by you) is the winner.

Requirements

The students should have received lessons focusing in on the warning signs, the A.C.T. principal, myths/facts surrounding suicide, and key mental and emotional health contacts in the community. The teacher should rotate to the groups and observe both the judge's justification for his/her choice, as well as the player's ability to convince the judge to change the choices. When assessing each game, look for the following:

- The ability of the judge to describe the level of connection of each description.
- The ability of the player to defend the description card he put down.

Time

This task will take one class period.

Materials

One game packet for each of the five students

Instruction

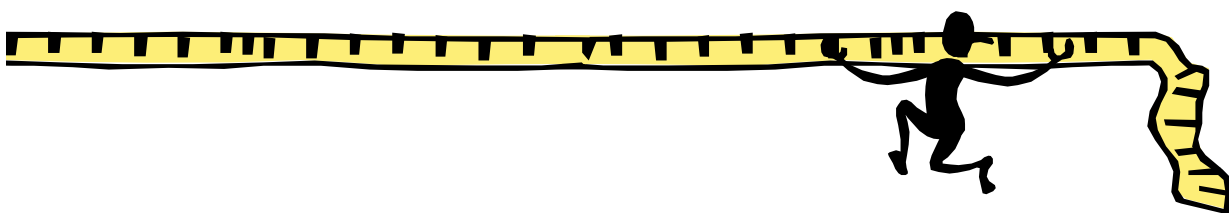
Instruction about suicide myths and facts, the warning signs surrounding suicide, key contacts in the community to address mental and emotional health issue, and practicing the use of A.C.T. to handle potential suicide situations.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



Assessment Criteria

Answers will be scored on the following:

1. How completely and correctly the student demonstrates an understanding of risk factors for suicide and prevention.
2. How completely and correctly the student demonstrates knowledge of warning signs for teen suicide.
3. How completely and correctly the student demonstrates knowledge of prevention methods for teen suicide.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Student Response

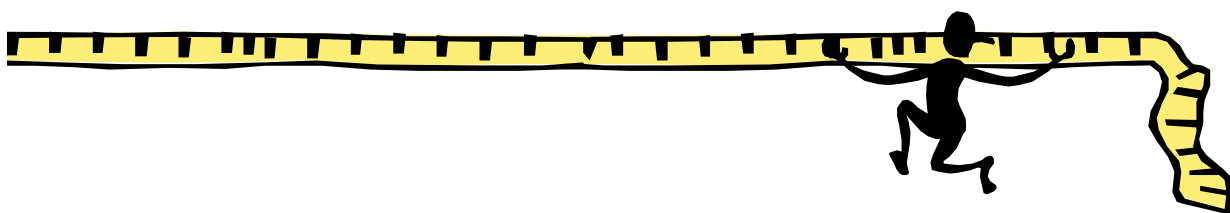
The results of the game.



2004 Edition

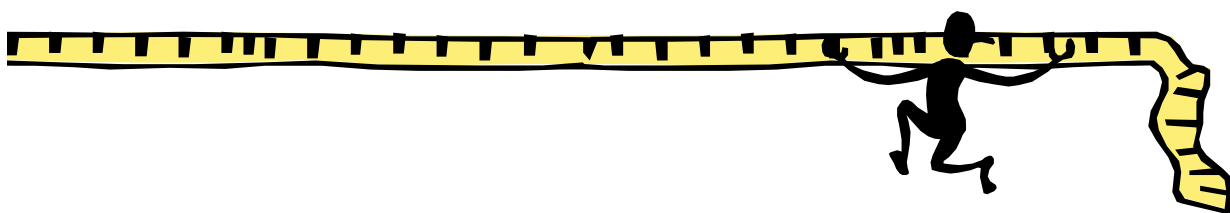
Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



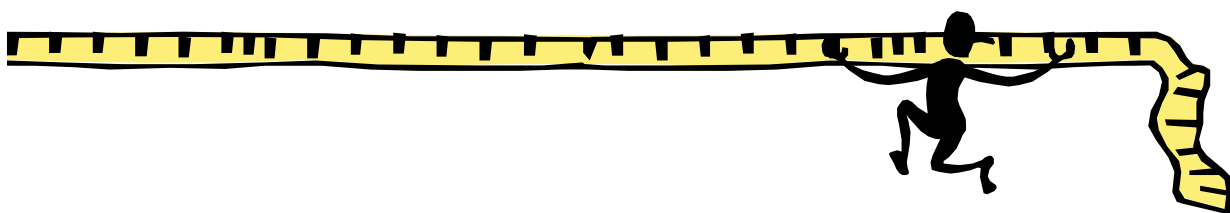
Descriptors

Overdose	Life Skills	Teenagers
Details	Conflicts	Positive
Communication Skills	Break ups	Slow



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



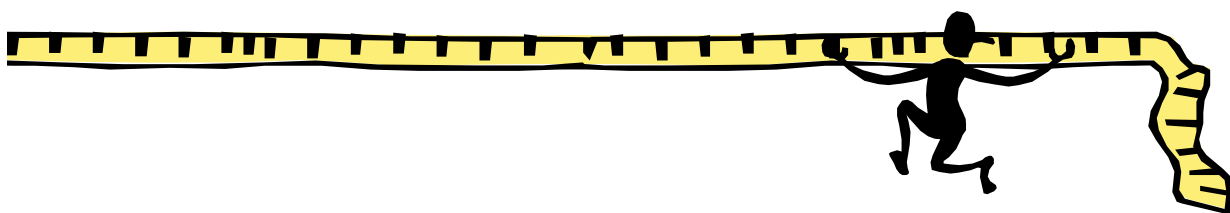
Descriptors

Urgent	Suicidal	Emptiness
Inconsistent	Healthy	Personality
Reckless	Worthlessness	Relationships



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



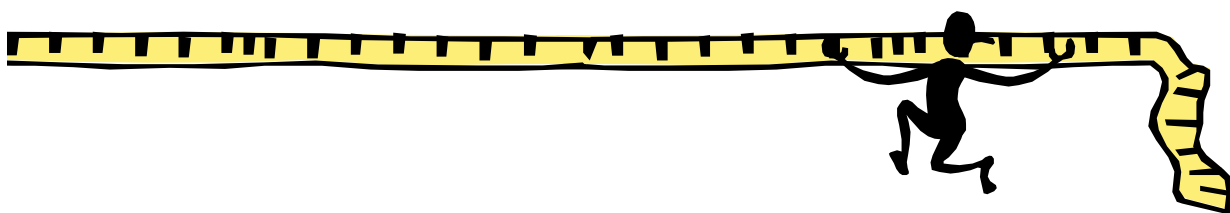
Descriptors

Helpful	Loving	Happy
Dangerous	Useful	Sad
Supportive	Safe	Crazy



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



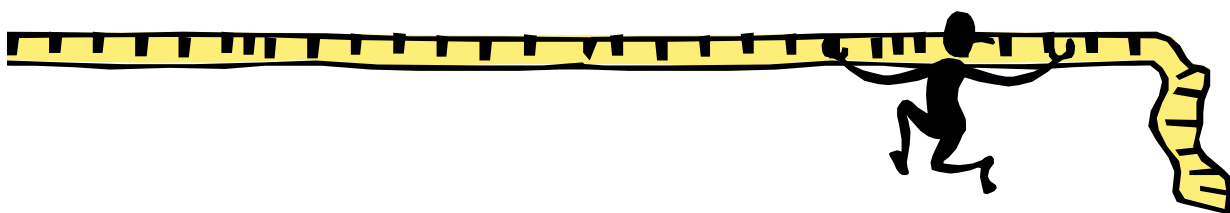
Descriptors

Dysfunctional	Vulnerable	Lethal
Trustworthy	Traumatic	Courageous
Negative	Fast	Hopeless



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



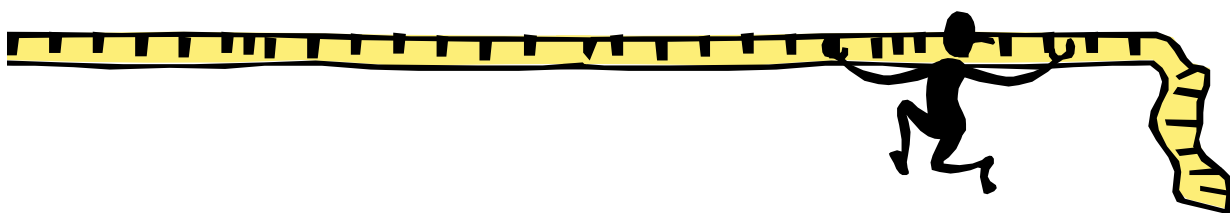
Nouns

S.O.S.	Friends	I Messages
Risk Factors	A.C.T.	Family
Knife	Conflicts	Suicide



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



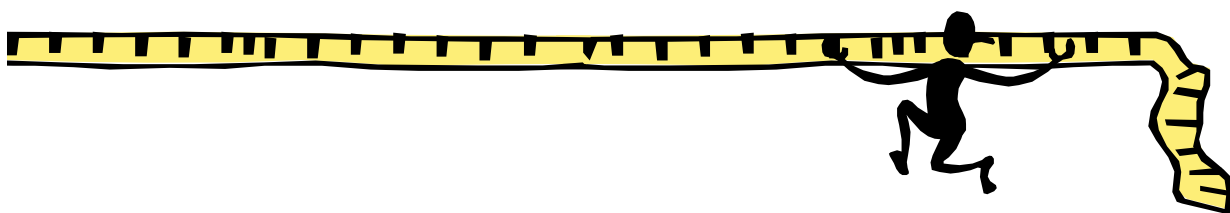
Nouns

Intervention	Gun	Secrets
Prevention	Hot Lines	Self Esteem
Life	Psychologists	Counselors



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Nouns

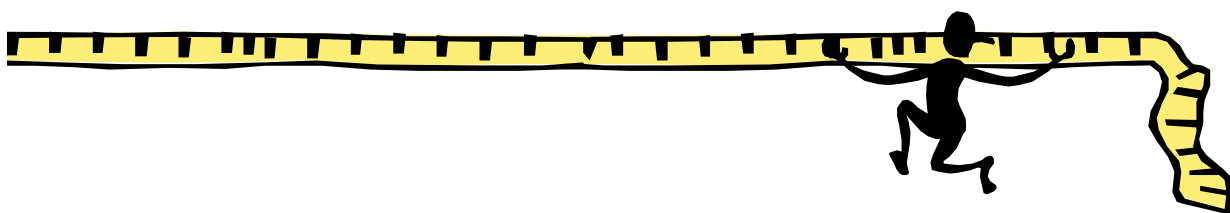
Myths	Death	Drugs
Stress	Help	You
School	Columbine	Bully



2004 Edition

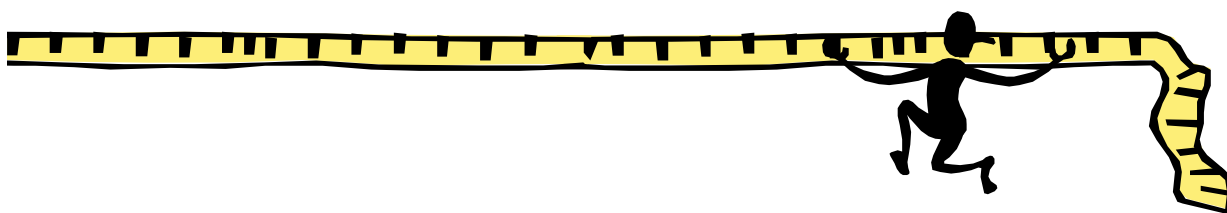
Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Content Area: **SUICIDE PREVENTION**

Performance Task: **"The Crisis Card"**

Educational Level: Middle or High School

Student Instructions

Many young people are faced with crises everyday that would be helped with the assistance of a trained, certified professional. Some of these crises have led to threats of suicide. Your task is to develop a crisis emergency card to place in your purse or wallet. The title of your card will be called LIFELINES and will consist of the following pieces. The front side of the card will have the following:

LIFE	LINES
Warning Signs of Suicide 1.	What to do when faced with a suicide threat

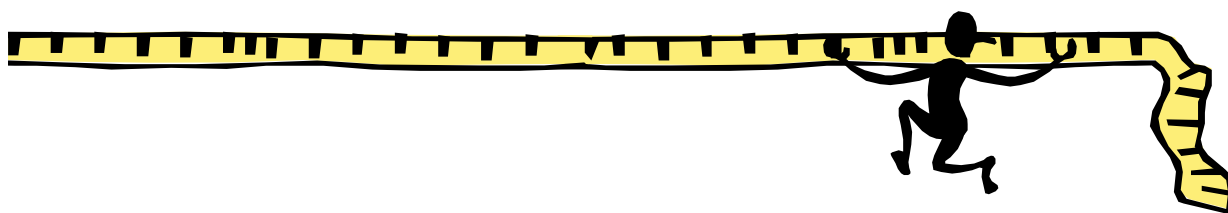
At the end of the assignment, you are to write a one-paragraph reason for choosing the places you put on your crisis card. What makes this source valid? Or you can fill out the rubric on page 65 on one of the ads you used in your crisis card.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



The back side of the card will focus on key phone numbers to deal with youth crises.

KEY ORGANIZATIONS	NUMBERS
1.	

Assessment Criteria

Answers will be scored on the following:

1. How well you show that you understand health concepts as they relate to suicide prevention.
2. How well you show how to access information regarding teen crises.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Scoring Rubric for Accessing Accurate Information to be used with the Final Lesson Called “Crisis Card”

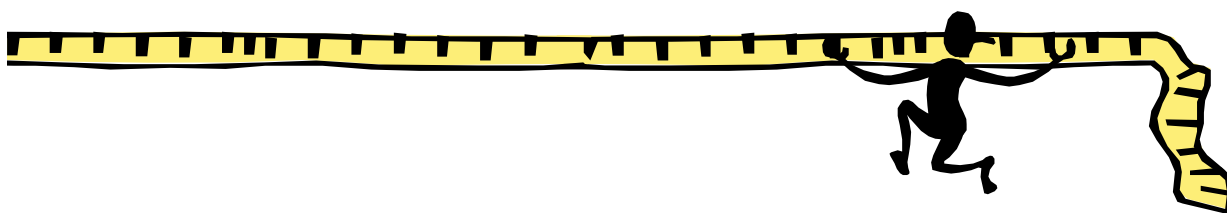
To be used when evaluating telephone book ads for mental health services.

Name _____

Mental health facility _____

Criteria	Performance Levels			
Information Content Theme Purpose	<ul style="list-style-type: none"> ✓ sound medical personnel by title. ✓ long history in the community. ✓ addresses the health issue of concern 	<ul style="list-style-type: none"> ✓ sound medical personnel by title. ✓ new clinic ✓ addresses the health issue of concern 	<ul style="list-style-type: none"> ✓ unknown medical title ✓ new clinic ✓ does not directly address the health issue of concern. 	
Your Score	5	4	3	2 1
Organization Planning Format Age appropriate product	<ul style="list-style-type: none"> ✓ outlines services provided ✓ information is wellorganized ✓ presents information appropriate for youth 	<ul style="list-style-type: none"> ✓ some services provided. ✓ promotion is hard to follow at times ✓ presents information for a wide age range but somewhat hard to follow.. 	<ul style="list-style-type: none"> ✓ no significant services were outlined. ✓ promotion is disorganized and jumbled ✓ information is not appropriate for youth 	
Your Score	5	4	3	2 1
Resources References (where did you get information on this person or clinic)	<ul style="list-style-type: none"> ✓ numerous sources are in the ad where you can get information on the provider. ✓ professional references are generally accepted as well as referrals from trusted friends and relatives.. 	<ul style="list-style-type: none"> ✓ some sources are in the ad where you can get information on the provider. ✓ most references in the ad seem sound but could also include people you know.. 	<ul style="list-style-type: none"> ✓ no outside sources were used or reported where you could get supportive information. ✓ referral came from a questionable source such as a fellow classmate 	
Your Score	5	4	3	2 1

Performance Average _____ Total Points _____



Content Area: **SUICIDE PREVENTION**

Performance Task: **"The Crisis Card"**

Educational Level: Middle or High School

Teacher Information

Curriculum Connections

Language Arts, Social Studies, Peer Mediation, Family and Consumer Education, At-Risk groups or classes

Overview

The student will create a crisis information card that will be placed in the student's purse or wallet. One side will present information on Warning Signs of Suicide and positive ways of handling a suicide threat. The other side will include key phone numbers to contact professionals or facilities that provide crisis assistance. In addition, the students will write a paragraph justification for why they chose the sources they put on the card.

Requirements

This product will be done on a white card stock and will use the same title for each student called LIFELINES.

Time

This activity will take one to two class periods.

Materials

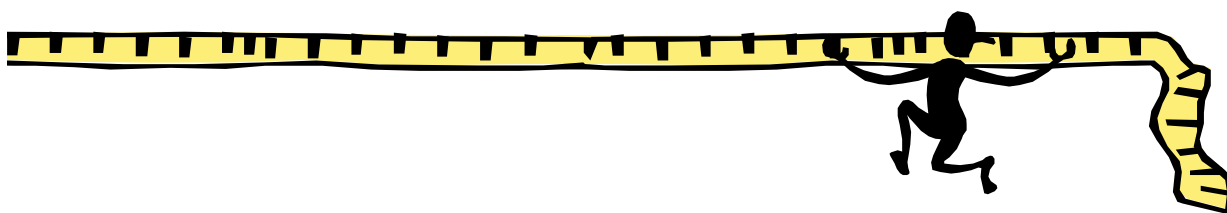
White card stock paper, computer (or pen if computers are not available); phone books and/or brochures should be used to access local phone numbers.



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



Instruction

Classroom instruction should include a discussion of the warning signs of suicide, the meaning of A.C.T. (acknowledge, care, tell) and handling suicide threats, and accessing key phone numbers in phone books and brochures. In addition, instruction on what makes a telephone source valid should take place.

Assessment Criteria

Answers will be scored on the following:

1. How well the student demonstrates knowledge and skills on concepts as they relate to suicide prevention.
2. How well the student accesses accurate information regarding teen crises.

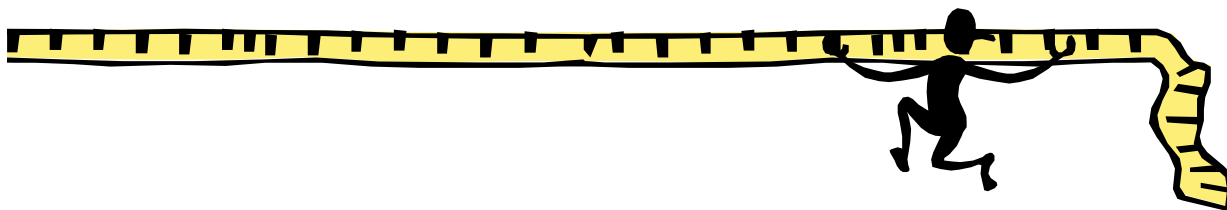
	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior—Self management
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



Sample Response

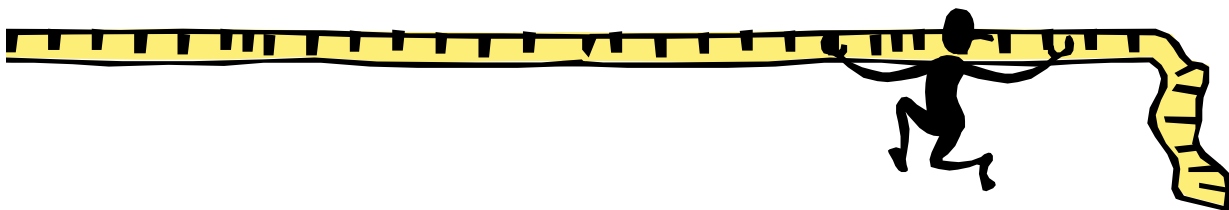
LIFE	LINES
<i>Warning Signs of Suicide</i> 1. Verbal suicide threats 2. Previous suicide attempts 3. Depression 4. Giving away possessions 5. Change in attitude (moods)	<i>What to do when faced with a suicide threat</i> 1. Acknowledge threats are real. 2. Show care for the person you are concerned about. 3. Get help by immediately telling a relative or other responsible adult about the person threatening suicide.
KEY	NUMBERS
<i>Depression</i> <i>Suicide</i> <i>Hospital Emergency</i> <i>Poison Control Center</i> <i>Local Police</i>	<i>608-238-5175</i> <i>608-280-2600</i> <i>608-258-3214</i> <i>608-262-3702</i> <i>608-267-1109</i>



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project

Health Literacy Performance Assessments



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project